



King's Academy Ringmer

“in pursuit of excellence”

Teaching and Learning Policy

Date: agreed at FG on 3 May 2018

AIM

We aim to deliver outstanding teaching so that our students are inspired to make outstanding progress.

Students' achievement is at the core of the school and their contributions and progress are encouraged and valued. The academy aims to nurture a lifelong love of learning in students within a happy, caring, secure learning community, which promotes excellence.

OUTSTANDING TEACHING AND LEARNING

In order to encourage outstanding student progress, the academy recognises the intrinsic need for outstanding teaching in line with Ofsted criteria. We believe that outstanding teaching is not based solely around individual lessons but that a consistent level of planning (informed by students' performance and prior knowledge), appropriate challenge and assessment are present across the curriculum to ensure outstanding teaching is delivered.

The 5 Key Strategies are the foundations of outstanding teaching and these play an integral part of every lesson:

- Planning for Progress
- Assessment for Learning
- Differentiation
- Literacy
- Active Learning

Regular assessment and feedback, in the form of formative marking, are crucial elements of outstanding teaching and inspire students to improve their work and accelerate their progress. In line with the Assessment and Marking Policy, students' work will be formally assessed every six weeks and books will be marked with formative comments every 3 weeks. This will assist staff to inform their planning and enable students to reflect on their learning and improve their work. Formative comments will focus on assessment criteria, assessment objectives and/or success criteria. Students will be able to identify for what they have done well and what they need to specifically improve upon.

OBJECTIVES

The school's teaching and learning objectives are to:

- identify and remove barriers to learning;
- ensure students have access to appropriately differentiated curriculum learning opportunities to match their ability;
- ensure that literacy is developed at every opportunity;
- ensure the classroom ethos and environment supports learning;
- ensure students are clear about the expected learning outcomes;
- ensure lessons are well structured, encourage independent learning and provide opportunities to extend and improve learning;
- ensure teachers' planning takes account of continuity and progression in learning, and takes account of students' prior attainment;
- ensure teachers know how students learn best;
- actively promote racial equality, understanding, tolerance and recognition of the value of diversity.

All members of the teaching staff ensure that students are:

- challenged, inspired and stimulated;
- supported and inspired by their environment;
- actively involved in the learning process;
- given opportunities to ask questions and express opinions;
- given the opportunity to answer open-ended questions;
- taught how to learn;
- given opportunities to review and improve their learning;
- given the opportunity to work individually, in pairs, groups and as a whole class;
- able to understand assessment processes and criteria;
- involved in a variety of activities;
- given space for their own creativity.
- encouraged to take increasing responsibility for their own learning.

Effective learning in the academy is characterised by students displaying:

- greater connected knowledge
- a wide range of skills and strategies
- increased engagement and motivation
- a more reflective and self-determined approach to learning
- more positive emotions about, and a greater affiliation to learning
- a sense of membership and participation in a learning community
- a greater facility for interacting and learning with others
- a desire for lifelong learning

ROLES AND RESPONSIBILITIES

The Assistant Principal (Teaching and Learning) is responsible for monitoring the teaching and learning policy. She reports annually to the governing body on the effectiveness of the academy policy. The Assistant Principal is responsible for the organisation and reporting of Teaching and Learning Year Group Monitoring Reviews, focusing on a different year group per term. The Year Group Monitoring Reviews include the following foci:

- Lesson observations
- Work scrutiny
- Attainment and achievement data
- Behaviour analysis
- Attendance data
- Student perception survey

The Headteacher monitors and evaluates the quality of teaching and learning throughout the school, within performance management assessment procedures.

The Leadership Team supports the continuing professional development of staff in relation to improving teaching and learning, and addressing any issues arising from student underachievement.

Lead Practitioners are responsible for driving up the standards of Teaching and Learning in their Curriculum Departments and across the school. By working collaboratively with Subject Leaders and teachers, they seek to promote innovation in teaching methodology and to drive up students' engagement and progress.

Subject Leaders are responsible for overseeing that their subject policy, schemes of work and programmes of study keep teaching and learning as a key focus. They are responsible for the quality of teaching in their faculties. Teaching and Learning is the focus of regular department development time within subject areas.

Teaching Assistants provide targeted additional learning support, which is delivered within the classroom to extend learning and enhance curriculum access.

PROVISION AND RESOURCES

ICT and multimedia learning resources are available to support and extend students' learning. The academy library and learning resource centre is also available for use before and after school for students to work independently and to receive additional support from teaching staff.

A range of extra-curricular learning activities are run to enhance and extend students' learning experiences.

ALL STAFF

All members of the teaching staff are responsible for ensuring that they promote the Teaching and Learning Policy and maintain outstanding teaching and learning as their principle focus throughout the academic year.

Attendance at after school CPL sessions, in addition to sharing good practice at department development meetings and collaborative work with Faculty/Subject Leaders and Lead Practitioners, ensure that outstanding practice is aspired to and that the Teaching and Learning Policy is embedded.

ASSESSMENT

Assessment is an integral part of the teaching and learning process. All students are entitled to have their learning achievements and progression recognised. The academy has a policy for assessment, recording and reporting. This policy is consistently followed by all staff.

PROFESSIONAL DEVELOPMENT

The academy recognises that training for all staff is crucial to the successful implementation of the teaching and learning policy.

MONITORING THE POLICY

The Leadership Team and Faculty/Subject Leaders annually review the teaching and learning policy, as part of the whole school self evaluation procedure. The effectiveness of the policy in raising standards in the quality of teaching and learning is evaluated using the following performance indicators.

- Year Group Monitoring Reviews
- analysis of student attainment data;
- scrutiny of teacher planning;
- lesson observations;
- sampling of students' work from across the curriculum;
- tracking individual students, or cohorts of students;
- discussion with parents about their learning
- sampling of reports to parents on student progress;
- discussions with students about their progress;
- discussions with teachers about student progress;
- evaluations from the impact of staff INSET on teaching and learning;
- evidence from parental and student surveys/questionnaires;
- reduction in the number of students excluded from school, classroom or referred for additional learning support;
- reports from the School Improvement Adviser evidence from the school's Ofsted inspection report.

CONCLUSION

Each Department has agreed the characteristics of teaching and learning in their subject. This demonstrates how the policy will be upheld in each subject classroom. The criteria are used to inform quality assurance and the annual review process.

The evidence gathered from monitoring the impact of the teaching and learning policy engages all stakeholders in the process.